**Ecosystem Unit Timeline**

**2 Weeks Before:**

* Schedule Media Center and Computer Lab for appropriate days.
* Plan for concluding Field Trip to Park.
* Reserve **The Great Kapok Tree** by Lynne Cherry from Media Center.

**1 Week Before:**

* Collect Needed Materials
* Download and burn video from United Streaming
* Create Falling Phrases puzzle and save to Flash Drive.

**Week 1**

**Day 1**

* Have students copy the Essential Question into their Science Journals and write a written response. Give 10 minutes for students to write and then have them talk about their responses in their pods.
* What makes a home safe?
* Read **The Great Kapok Tree**  by Lynn Cherry.

**Day 2**

* Show United Streaming video “Ecosystems, Populations, and Habitats” to the class using the Digital Projector.
* Have students whole group complete a Fallen Phrases puzzle using the PuzzleMaker feature on the Discovery web site to stimulate student responses to review concepts from video.
* Have students copy and respond to unit questions in their Science Journals.
  + Do you think it is important to preserve habitats and why?
  + What do you think would happen if your ecosystem were destroyed?

**Day 3**

* Using the students’ journal responses from the previous day, complete a Circle Map whole group on the SmartBoard defining Ecosystem.
* Allow students to choose or assign Ecosystems. Distribute and discuss unit requirements: Diagrams of all Ecosystems to be completed in pairs in class, a written report about their assigned/selected ecosystem, and a multimedia presentation about their ecosystem (PowerPoint, Web Page, Podcast, etc.).
* Students will be given their facilitation guides.
* Have students independently begin a K-W-L about their ecosystem and place in their Science Folder. Students should include under their Wonder section several questions they would like to answer about their ecosystem. Teacher will review to ensure questions are on target.

**Day 4**

* Schedule time to take students to Media Center to check out a nonfiction book about their ecosystem. Students should take their Science Folder and Science Journal with them. Students should use time available to answer Wonder questions using their book, taking notes in their Science Journal and including information for citations. Questions should be completed at home for homework.

**Day 5**

* Scheduled time to take students to Computer Lab to use World Book Online. Students will print out articles and use highlighters to mark relevant sections, also marking information for citations.

**Week 2**

**Days 6 – 10**

* During Writing block, students will complete Tree Map or other Graphic Organizer to map their written report. Students will be given written report rubrics to guide organization and writing. The rubric will be placed in students’ Science Folders.
* During Science block, students in pairs will complete their Ecosystem Diagrams using their textbooks, writing notes about the ecosystems on the back and drawing and labeling the ecosystems on the front.

**Week 3**

**Days 7 – 11**

* During Writing Block students will revise and final edit written report.
* Scheduled Computer Lab time for students to work on Multimedia Presentations. Students will be given presentation rubric to guide creation. Rubric will be placed in Science Folder and taken to the computer lab along with students’ Science Journals. Students will be encouraged to make notes in their journals about the content or process to assist them with the project.

**Week 4**

**Day 12 & 13**

* During Writing Block (if possible), scheduled Computer Lab time to type written reports using Word Processing program.

**Day 14**

* Students will turn in their diagrams.
* Students will present their multimedia reports.

**Day 15**

* Students will return to initial K-W-L charts and complete, placing in their Science Folder.
* Students will review the unit questions and adapt or add to their previous responses in their Science Journals.
* Students will complete their self-assessments for their process and group interactions.
* Complete and record Assessments.
* Reflect on which techniques went well and which need adjusting.